DOCUMENT RESUME

ED 067 380 SP 005 872

TITLE	An Evaluation of "Point"--A Program for the Orientation and Induction of New Teachers.
SPONS AGENCY	District of Columbia Public Schools, Washington, D.C. Model School Div.
PUB DATE	Dec 71
NOTE	68p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Teacher Education; *Teacher Evaluation; *Teacher Improvement; *Teacher Orientation; Teacher Programs; *Teacher Workshops

ABSTRACT

This report evaluates "A Program for the Orientation and Induction of New Teachers" workshop (POINT) Developed by the District of Columbia Public School System. Forty-one elementary school teachers participated in the POINT workshop designed to develop and upgrade the professional staff. The focus is placed on developing a strategy to prevent "new teacher failures" and increasing the possibilities for success and satisfaction for the new entrants to the teaching profession. Phase I of the program was a 2-week period of intensive preservice training and orientation prior to the opening of school, September, 1971. Phase II initiated a program of continuing support involving direct assistance and in-service training for the first semester of the school year 1971-72. Phase III consisted of three workshop days of release time during the first semester of school year 1971-72. The participants were exposed to various methods and techniques for improving their classroom instructional program. Data collected and analyzed indicated that the POINT workshop was successful in meeting the objectives set forth by the POINT staff. It was recommended that workshops for new teachers be continued. Appendixes include program materials. (Author/MJM)

ED 067380

AN EVALUATION OF "POINT" A PROGRAM FOR THE ORIENTATION AND INDUCTION OF NEW TEACHERS

Part I August 16-27, 1971
Part II September thru December, 1971

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Prepared By
The Departments of Research and Evaluation
Division of Planning, Research and Evaluation
December, 1971

SP 005 872

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PART I

Phase I of the POINT Program
August 16 - 27, 1971

POINT (A Program For The Orientation And Induction of New Teachers) was funded under EPDA, Title V, Section B-2. The program was sponsored by the Model School Division.

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Evaluation Summary

Title: POINT (A Program for the Orientation and Induction of new Teachers) Workshop

Location: Malcolm Scates

Date: August 16 thru 27, 1971

Target Population: 30 Model School Division Elementary School Teachers and 30 Non-MSD Elementary School Teachers

Number Served: 41 Elementary School Teachers

Funding Allotment: $23,278

Background and Rationale:

A major area of emphasis within the Model School Division has been the planning and implementation of programs designed to develop and upgrade the professional staff. In recent years, the focus has been on developing a strategy for preventing "new teacher failures" and increasing the possibilities for success and satisfaction for the new entrants to the teaching profession. This "strategy" begins with the first contact, has a high degree of continuity, and becomes a part of the permanent in-service training program. The POINT program is one that employs this strategy. Phase I of the program was a two-week period of intensive pre-service training and orientation prior to the opening of school in September 1971. Phase II is a program of "continuous support" involving direct assistance and in-service training for the first semester of the school year 1971-72. Phase III will consist of three workshop days of release time during the first semester of school year 1971-72.

Participant Selection

In response to a request from the Committee on Curriculum and Instruction of the Board of Education, D. C. Public Schools, the POINT program was extended to include elementary teachers outside of the Model School Division.

Due to a slightly declining student population and a proposed budget cut, a decision was made not to hire new teachers. Also, there was indecision relative to release of some 300 temporary teachers for the school year 1971-72. In an effort to reach the teachers most in need of skills, POINT staff redefined "new" teachers as those teachers who were classified as probationary standard with the least amount of teaching experience in the D. C. Public School System as of September 1971.

Results and Conclusions

Data collected and analysed indicated that the POINT workshop was successful in meeting the objectives set forth by the POINT staff. The staff was confronted with many obstacles prior to the beginning of the workshop on August 16, 1971. As of August 10, they had not recruited teachers to participate in the program. This was due to the uncertainties of the hiring of new teachers for the current school year and the retaining of 300 temporary teachers. "New" teachers had to be redefined to include probationary standard teachers. Even then they were not able to include as many teachers as originally planned. Nevertheless those who were able to participate indicated that they acquired a wealth of needed skills and techniques. Specific skills enhanced or acquired included:

1. The awareness necessary for dealing effectively with children through human relations enabling the teachers to focus on their own roles and actions and how they effect children and learners.

2. The skill to hear and communicate with other people and to understand interpersonal relationships.

3. The ability to accept and respond to change and to establish trust in the capacity of others.

4. The ability to organize and use the individualized, the language experience, and the linguistic approaches to reading.

5. The skill to use reading and mathematics diagnostic instruments.

6. The skill necessary for the physical arrangement of classrooms and creation of learning centers.

7. The ability to make instructional materials and to use the various resources available to aid in the instructional program.

The participants were exposed to various methods and techniques for improving their classroom instructional program, thus enhancing the pupils' chance to learn.

Recommendations

It is recommended that workshops for new teachers be continued for the purpose of giving assistance and in-service training to all new elementary teachers in the D. C. Schools.

Based on the comments and suggestions of the participants, it is also recommended that the POINT staff consider:

1. lengthening the time period of the workshop from two weeks to four weeks.

2. providing more opportunity for teachers to be able to work with children to obtain practical experience in the workshop.

3. continuing with a workshop instructional program centered around reading and mathematics, but expanding it to include some instruction in the teaching of science and social studies and in dealing with discipline problems.

4. including probationary teachers who indicate a desire and need for assistance, as well as new teachers to the D. C. public school system.

5. providing on-site visitations so that new teachers can make contact with the parents and the community.

INTRODUCTION

The POINT program was designed in three phases. Phase I, August 16-27, 1971, was a two-week period of intensive pre-service training and orientation prior to the opening of school and the assumption of teaching duties in September 1971. Phase II is a program of "continuous support" involving direct assistance and in-service training for the first semester of the 1971-72 school year. Phase III will consist of three workshop days of release time during the first semester of the 1971-72 school year, wherein substitutes will be provided to cover the classes of the participants.

Each phase is viewed as one component of a complete program to provide successful teaching experiences for new teachers. Emphasis was to be placed on teacher needs as revealed in previous surveys and as indicated by the participants in the program.

Background and Rationale

A major area of emphasis within the Model School Division has been the planning and implementation of programs designed to develop and upgrade the professional staff. With existing facilities and personnel, the Model School Division has developed a unique program of in-service training, direct classroom assistance to teachers by teachers (the Model School Division Innovation Team), and collaboration with D.C.T.C. in offering in-service courses for graduate credit to maximize the potential of the key to the learning situation-the teacher.

In recent years, the focus has been on developing a strategy for preventing "new teacher failures" and increasing the possibilities for success and satisfaction for the new entrants to the teaching profession. This "stragey" requires a carefully planned approach to the induction of new teachers that begins with the first contact, has a high degree of continuity, and becomes a part of the permanent in-service training program. Such a "New Teacher Orientation Program", if successful, could well serve as a model to other schools within the local system and throughout the nation.

The POINT program is one that employs this strategy.

Program Objectives

A. The major goal of the program is to provide the beginning teacher with the support, assistance, and training needed for success during the initial stages of a career in teaching.

B. The Specific Objectives are:

1. To provide a program of staff support and development that is intensive, continuous, and responsive to the specific, individual needs and concerns of the new teacher.

2. To increase the interpersonal awareness needed for dealing effectively with children and adults in the inner-city school. The aim is to provide teachers with human relations skills which enable them to focus on their own roles and actions, and how they affect children as learners. Specific skills stressed will be:

   a. Skill to hear and communicate with other people

   b. Skill to understand and comprehend interpersonal relationships

   c. Skill in the flexibility and capacity to accept and respond to change

   d. Establishing trust in the capacity of others

3. To develop skill is using varied approaches, materials, and equipment in the teaching of reading skills. The program will acquaint the teachers with three approaches to the teaching of reading and will aim to make distinctions clear between these and the basal reader method with which teachers will develop competencies include:

   a. Individualized Reading - Individualized reading approaches will be employed which emphasize the organization of classrooms and materials for individual pacing, choice, and learning styles.

   b. Language Experience - Language experiences will be provided which relate to the children's oral language and its development as the core for building reading skill. This program emphasizes oral language, writing, the use of materials, activities, and audio-visual equipment to enrich experiences and become the subject for language practice.

   c. Linguistic - Linguistic-based basal readers, and the theories of linguistics and dialect which can be applied in wide-ranging, flexible programs in oral and written language will be utilized.

4. To train teachers in organizing students for individual learning. This will be approached through:

   a. Instruction in the physical arrangement of classrooms.

   b. Instruction in the use of reading laboratories, listening centers, science laboratories, mathematical learning centers in a classroom focused on individual learning.

5. To provide teachers with skills as follows:

   a. Ability to diagnose reading difficulties of pupils, using simple tests and diagnoses of errors.

   b. Ability to decide on the basis of this and general observation of children, appropriate methods and growth aims for the individual needs.

6. To assist beginning teachers in developing an effective and productive teaching style.

7. To develop the teacher's competencies in the use of the following resources:

   a. Workshops

   b. Innovation Team Members

   c. Resource people within the system (supervisors, special teachers, etc.)

   d. Other teachers

   e. Parent and community people

   f. Outside consultants

Purpose of Study

Part I of this report attempts to make an assessment of Phase I the two week workshop held August 16 through 27, 1971 and the extent to which specific objectives, particularly objectives two thru seven, were met by the workshop.

Delimitations

1. This report (Part I) will measure specific objectives two through seven, with reference to major goal A as it applies to Phase I.

2. The objective data will be limited to the responses of the participants on a pre- and a post questionnaire and participants' responses on a feedback sheet.

Definitions

POINT - A Program for the Orientation and Induction of New Teachers

Probationary Standard Teachers - Those teachers in the D. C. Public Schools who have met all requirements for certification and are serving out the required probationary period prior to becoming permanent.

MSD - Model School Division

PROCEDURE

Subjects

A few students were used in the workshop on two occasions. They were mainly recruited by the participants, and in some cases were their own children. The purpose was to provide practical experience in the instructions given the teachers. Student data are not included in this evaluation report.

The original requirements for participation in the POINT program were changed by the planning committee. First, in response to a request from the Committee on Curriculum and Instruction of the Board of Education, D. C. Public Schools, the program was extended to include new D. C. Public School teachers outside of the Model School Division, thus the Department of Elementary Education became involved.

Secondly, due to a slightly declining student population and a proposed budget cut, a decision was made not to hire new teachers for school year 1971-72. Also, there was indecision relative to release of some 300 temporary teachers. Therefore, in an effort to reach the teachers most in need of skills, POINT staff redefined "new" teachers as those teachers who were classified as probationary standard with the least amount of teaching experience in the D. C. public school system as of September, 1971.

With only a few days preceding the start of the program an attempt was made to contact teachers to participate in the program. Participants were offered three graduate credits, a seventy-five dollar per week stipend, and an additional seventy-five dollars per person, upon the completion of the workshop, with which to purchase instructional materials.

By the second day of the workshop thirty-five teachers had been recruited for the program. Included were two physical education teachers and two substitute teachers. Eleven of the teachers were from the MSD and twenty-four were from outside the MSD for a total of thirty-five. Many of the teachers, who were called to participate, had made prior commitments for the month of August. Table I gives a profile of the teaching experience of those present on the second day of the POINT workshop.

Table I

The Teaching Experiences in the District of Columbia Public Schools of POINT Participants

Number of Years Taught	Number of Teachers		
	In D. C. MSD	In D. C. Non-MSD	Total
Less than 1	3	2	5
1	8	19	17
2		3	3
Total	11	24	35

Ten of the thirty-five teachers had prior teaching experience outside of the District of Columbia school system. One had fourteen years, another thirteen years, and eight had from one to four years each of prior experience.

Six more teachers arrived during the first week of the workshop making a total of forty-one participants in the workshop.

Instruments and Collection of Data

The Departments of Research and Evaluation devised a pre- and a post questionnaire to obtain the participants' reactions to the many facets of the POINT workshop. The pre-questionnaire was administered on the second day of the workshop since some participants did not attend on the first day. The post questionnaire was administered on the last day of the workshop. A feedback sheet was also devised and administered at the beginning of the second week of the workshop.

Analysis of Data

Background data on the participants was collected on the pre-questionnaire. Participants rated their teaching knowledges and skills relative to the workshop objectives on the pre-questionnaire and again on the post questionnaire. The cumulative scores of these ratings were matched and the differences computed. A t test was applied to test the significance of the differences. Participants also rated the extent to which the workshop met their present needs, the degree to which they, were satisfied with certain aspects of the workshop, the degree of effectiveness of the instructional methods used in the workshop, and the effectiveness of the overall workshop. Means were computed for all ratings. Comments and suggestions were also given by the participants. The feedback sheet was analyzed after its completion at the beginning of the second week and the data used to plan and/or redirect the workshop instructional program for the remainder of the two-week session.

PRESENTATION AND DISCUSSION OF FINDINGS

Background Data on Participants

The grade levels taught and the grade levels participants expected to teach in September, 1971 ranged from kindergarten to sixth grade. Table II gives the teaching profile by grade levels of the thirty-five participants.

Table II

Participants' Profile by Teaching Level

Grade Levels	Participants	
	Taught in 1970-71	Expected To Teach In 1971-72
Kgn.	0	1
1	9	6
2	1	1
3	6	4
4	6	2
5	7	8
6	2	3
Phy. Edu.	2	2
Combination	2	2
No Response	0	6
Total	35	35

Thirty-one participants felt that they would be teaching in their area of speciality in the school year beginning in September 1971. Two thought that they would not be teaching in their area of speciality and two were not sure of their assignments for school year 1971-72.

Many of the participants, since they were not new teachers, had areas of expertise and/or specialized training in some areas of reading and mathematics. Ten had taken special reading courses at some time during their teaching career which included remedial reading, teaching basic reading skills, and work perception. Three attended the Croft In-Service Reading Program in the spring of 1971 and one was a PROBE participant in the summer of 1970. Three participants had taken a specialized mathematics course. Each of these participants indicated a desire to share with the other participants of the POINT workshop.

The participants indicated on the pre-questionnaire three areas in which they wanted assistance during the workshop. These three areas were listed beginning with the most pressing need. This information aided in constructing the instructional format for the first week of the workshop. In ranking these needs it is noted that the two most pressing needs were in the areas of reading and mathematics, areas which the workshop objectives had been designed to meet. Due to the shortage of time and in keeping with the goals of the AAP, the instructions were mainly limited to a thorough coverage of these two areas. Table III shows the composite ranking of the needs as indicated by the participants.

First, second, and third most pressing needs were assigned values of three, two, and one, respectively. Total values were then computed and rank assigned to each subject area need.

Table III

Teaching Areas Where Assistance Was Most Needed By The Workshop Participants

Areas of Needed Assistance (specifics mentioned with frequency in parenthesis)	Teachers Responding			Computed Values	Composite Rank
	1st	2nd	3rd		
Reading -	20	9	4	82	1
Individualizing (10) phonics (5), comprehension (3), games (3), oral (1), vocabulary (1), word ending (1), remedial (1), appreciation (1), motivation (1)					
Mathematics -	9	12	4	55	2
Individualizing (5) division (3), games (3), regrouping (2), motivation (1)					
Science	2		5	11	3
Language Arts	1	1	2	7	4.5
Social Studies	1		4	7	4.5
Organization of Workday	1			3	6
Arts and Crafts			1	1	7

Mid-Workshop Feedback

During the beginning of the second week of the workshop the participants completed a feedback sheet. The feedback sheet was designed to give the POINT staff an idea of the extent to which the instructions and materials presented met with the needs and approval of the workshop participants. Also they were able to plan the remaining workshop program on the basis of the specific areas requiring additional instructions. The following list gives the results of the feedback from thirty-four participants. Where the same response was made by more than one participant it is indicated by the number in parenthesis. Some participants made more than one response to an item.

A. I feel that last week:

1. was very productive, informative, helpful, rewarding, and enjoyable. (24)

2. got off to a slow start, improved later, but more could have been done. (3)

3. I didn't learn very much. (3)

4. would have been more productive if exercises i.e., tri-wall, skill box and matching had been used more often. (1)

5. was spent getting acquainted so that ideas and personal experiences could be shared. (1)

6. was necessary, but I did not enjoy all of the paperwork involved. (1)

7. no response (1)

B. I did not get much out of:

1. the discussion on constructing learning stations because of the lack of detailed information. (4)

2. does not apply, because I got a lot out of everything. (3)

3. the first two days of last week. (3)

4. the math games constructed and played. (3)

5. the lesson on educational objectives because it was unclear. (2)

6. last week because I joined the workshop the last of the week. (2)

7. the lessons on individualizing instructions (1), item analysis (1), haiku and cinquain usage (1), and teaching strategy structure. (1).

8. the lunch idea for Friday, I completely missed the boat (1)

9. no response (15).

C. I got a lot out of:

1. tri-wall projects and classroom aids. (10)

2. everything. (10)

3. the practical application and material making sessions. (5)

4. the film on discipline. (2)

5. the talks and demonstrations. (2)

6. the lessons on individualizing instructions (2), IRI (2), educational objectives (1), analyzing tests (1), and learning stations, (1).

D. I feel that the workshop leadership:

1. was excellent (14); good (6); fair (2).

2. was informative, inspiring, effective, flexible, interesting, cooperative, enthusiastic, and congenial. (12)

E. This week I wish that the workshop would provide:

1. more math ideas, techniques and aides. (11)

2. more time for planning and constructing classroom activities, projects, and materials. (8)

3. everything and anything, I need it all, its practical and stimulating. (6)

4. bulletin board ideas. (2)

5. ideas in classroom control and discipline. (2)

6. instruction in teaching science and social studies. (1)

7. more reading games. (1)

8. small group discussions. (1)

9. real life situations in individualizing instructions. (1)

10. no response (2)

Twenty-four of the thirty-three participants who responded to the first item on the feedback sheet felt that the first week was very productive. Only three indicated that they didn't learn very much. In response to item B, (I did not get much out of) fifteen of the participants left this item blank. It can be assumed that there was nothing that they did not get much out of, thus attesting to the productivity of the first week. Three of the participants stated that they got a lot out of everything. The first two days of the program were not very productive, because there were participants still joining the workshop. Therefore there were few people to work with on the first day. More showed up on the second day, thus the registration and getting acquainted procedures had to be repeated. Specific areas that were mentioned under item B were rediscussed in the second week. The strong points of the first week centered around the classroom materials, and the workshop leadership as indicated by item C (I got a lot out of). Item D provided the staff with information necessary for planning the instructions for the remainder of the workshop. The main need at this time was in the area of mathematics.

Comparison of Pre-Post Data

On the pre-questionnaire, administered on the second day of the workshop, and again on the post questionnaire, administered on the last day of the workshop, participants rated their ability to use the teaching skills and resources that, in accordance with the POINT objectives, constituted the core of the workshop program. Matched data were received from thirty-three participants. Total scores were computed for each item by assigning the following values: totally = 3, to a great extent = 2, to some extent = 1, and not at all = 0. The highest possible score was ninety-nine and the lowest thirty-three. Table IV shows the twenty-two areas rated, the cumulative scores of the pre and the post questionnaires, and the differences between the scores. A higher score on the post indicates a gain in confidence in the ability to use the skills and resources related to the program objectives. An overall gain was made on the post questionnaire. A t test was applied to test the significance of the difference between a pre-score mean of 55.0 and a post-score mean of 61.5. To be significant at the 1% level of confidence, with a df of 21, a t of 2.83 was required. The obtained t of 6.5 revealed a statistically significant gain between the pre- and post scores at the 1% level of confidence. This indicates that the workshop participants gained in confidence in their ability to use certain teaching skills and resources as a result of their experiences during the two-week POINT workshop.

The participants' cumulative rating of their ability to organize the students for individual learning (Item 2d, Table IV) showed a loss in confidence of a minus two. This slight loss is not seen as being significant in light of the following facts: The high pre cumulative score of sixty is above the pre mean cumulative score of 55; participants' rating of their ability to use the individual reading approach (Item 2a, Table IV) showed a gain of ten points (post over pre); they indicated that the skills and knowledges they lacked for individualizing reading instruction

at the beginning of the workshop were met by the workshop to a "great extent" (see Table V); the utilization of more students in the workshop providing more practical workshop experience may have caused a difference in the rating of Item 2d.

Table IV

Cumulative Scores of Participants In Rating Their Ability To Use Teaching Skills and Resources Related To The POINT Workshop Objectives (N=33)

Skills and Resources	Pre Cumulative Scores	Post Cumulative Scores	Difference
1. Human Relations - I have the:			
a. ability to hear and communicate with other people	69	70	1
b. ability to understand and comprehend interpersonal relationships	60	67	7
c. ability to accept and respond to change	70	71	1
d. ability to establish trust in the capacity of others	65	72	7
2. Organization for instruction - I am able to:			
a. use the Individual Reading approach	53	63	10
b. use the Language Experience approach	56	56	0
c. use the Linguistic approach	43	43	0
d. organize the students for individual learning	60	58	-2
e. diagnose reading difficulties	51	62	11
f. use reading diagnostic instruments	51	57	6
g. use math diagnostic instruments	49	58	9

Skills and Resources	Pre Cumulative Scores	Post Cumulative Scores	Difference
h. prescribe appropriate instructional materials for meeting individual learning needs	50	59	9
i. create learning centers or stations	58	63	5
j. arrange classrooms	62	70	8
k. make instructional materials	58	73	15
3. Resources: I am able to make use of:			
a. workshops	56	66	10
b. Innovation Team Members, supervisors, specialists and other resource personnel	46	58	12
c. other teachers	50	54	4
d. parents and community people	41	51	10
e. outside consultants	40	52	12
f. professional materials, e.g., books, articles, etc.	62	63	1
g. audio visual aids	60	67	7
Total	1,210	1,353	143
Mean	55.0	61.5	6.5

The cumulative scores shown in Table IV were placed in a frequency distribution. The midpoint was found for each interval. This data is shown in Table V.

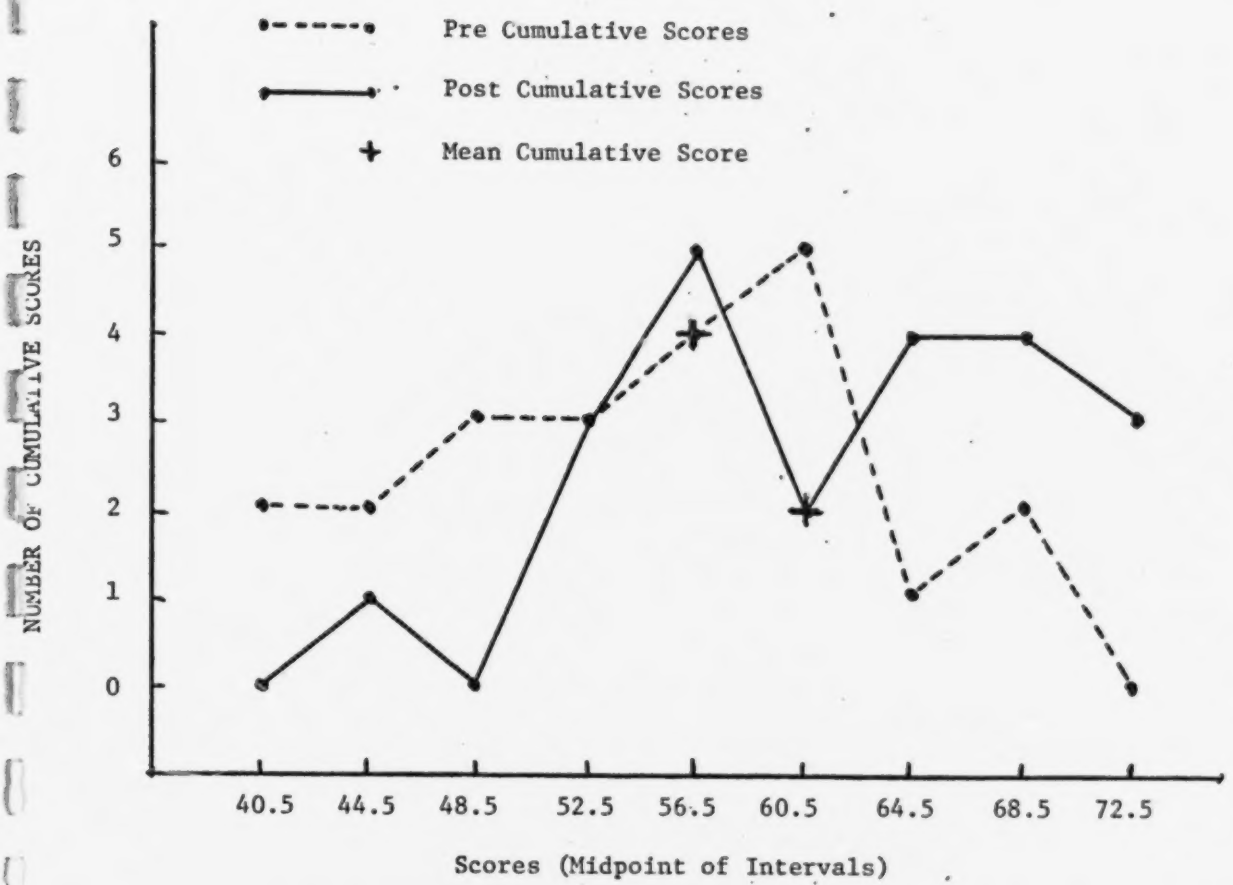
Table V

A Frequency Distribution of The Cumulative Scores

Intervals	Midpoint	Frequency	
		Pre	Post
39-42	40.5	2	0
43-46	44.5	2	1
47-50	48.5	3	0
51-54	52.5	3	3
55-58	56.5	4	5
59-62	60.5	5	2
63-66	64.5	1	4
67-70	68.5	2	4
71-74	72.5	0	3
Total number of scores		22	22

The data in Table V was used to plot the frequency polygon shown in Figure 1. Figure 1 gives a picture of how the pre and post scores compare.

Figure 1



A frequency polygon showing pre and post cumulative score ratings of participants' abilities to use certain skills and resources related to the workshop objectives.

On the pre-questionnaire participants indicated that the main areas in which they wanted assistance during the workshop were reading and mathematics and more specifically individualizing instructions in these areas. (See Table III) On the post questionnaire they rated the extent to which their needs in these areas were met on a scale of Totally, To a Great Extent, To Some Extent, and Not At All. A weight value of three, two, one and zero, respectively, was assigned to the scale and a mean was computed for each item. Table VI gives the outcome of their ratings. An item or an aggregate mean of 1.5 thru 2.4 falls in the "To A Great Extent" category. It is noted that all the specific items listed in Table VI received a mean rating of "To A Great Extent."

Table VI

Participants' Ratings Of The Extent To Which Specific Needs Were Met By The Workshop (N=32)

Specific Needs	Item Mean	Number Responding			
		Totally	To A Great Extent	To Some Extent	Not At All
1. individualizing reading instruction	2.0	6	21	5	-
2. individualizing mathematics instruction	1.7	4	16	11	1
3. recognizing specific reading skills to be taught	2.0	5	21	6	-
4. recognizing specific math skills to be taught	1.8	4	20	7	1
5. planning activities to enrich reading needs	2.0	6	21	5	-
6. planning activities to enrich math needs	1.9	4	21	7	-
7. planning activities in other instructional areas	1.6	4	15	9	4
Aggregate Mean	1.9				

The participants indicated on the post questionnaire that they were very satisfied with the workshop leadership, the subject matter covered, the program plan, the instructions given in the workshop, the materials provided, and the workshop facilities.

Participants rated all of the instructional methods used in the workshop as being effective "To A Great Extent". The instructional methods used, listed with the most effective first, were demonstrations, consultants, laboratory experience, lecture, discussion groups, attitude statements, films, readings and writing.

Of a total of thirty-seven participants responding on the post questionnaire, thirty-one said that they planned to make some changes in their teaching methods and techniques as a result of the workshop. Six participants did not respond as to whether they planned changes. The following reasons for the planned changes in methods and techniques were given by twenty-nine of the thirty-one participants who planned to make changes. The number of participants stating each reason is given in parenthesis.

1. I think the program has provided me with many new teaching methods and techniques that will improve my instructional program. (11)

2. I plan to have a more individualized instructional program as a result of the skills and materials I received from the workshop. (6)

3. I intend to put together more effective learning centers now that I have a better understanding of them. (5)

4. I plan to make instructional changes because the experiences and ideas gained here have impressed me to the extent that I wish to try duplicating them to see if they work for me. (5)

6. There is always room for improvement. (2)

These positive attitudes on behalf of the participants tend to indicate the success and benefit of the POINT workshop.

Twenty-seven participants stated that there were no special concerns that they had at the beginning of the workshop which were not met. Ten participants listed the following special concerns they considered not met to their satisfaction. The number in parenthesis indicates the number of participants stating the same concern.

1. I would have liked more instructions in the areas of mathematics. (4)

2. I would have preferred more time in order to go into the areas of science and social studies units for the D. C. school system. (3)

3. I wanted more in the line of discipline, i.e., specific ideas for specific situations. (2)

4. I would have liked more readiness techniques in reading and mathematics for levels K-1. (1)

These concerns certainly do not take away from the effectiveness of the workshop, however, they give credence to the need for a longer workshop period. The need for a longer workshop was a suggestion made by ten of the participants. These concerns will be met during Phases II and III of the program.

The participants rated the overall workshop "Excellent", however some suggestions for improving future workshops were given by twenty-four of the participants. Two of the twenty-four gave two suggestions each. The suggestions are as follows:

1. Make the workshop period longer in order to allow more time for meeting needs and for making instructional materials. (10)

2. Use more children in the workshop to provide for more practical experience. (3)

3. Provide more instruction and materials in the area of mathematics. (2)

4. Have a follow-up workshop once a month for participants to air problems and exchange ideas. (2)

5. Make the workshop available to all teachers, not just new teachers. (2)

6. Notify participants by letter well in advance of the beginning of the workshop. (2)

7. Provide more material, i.e., cardboard, envelopes, for use within the workshop. (1)

8. Provide a day to day agenda for each participant. (1)

9. Provide more consultants who specialize in a particular subject area. (1)

10. I think future workshops should provide for an even greater participation of participants. (1)

11. Include science and social studies in the workshop instruction. (1)

There is no doubt that some of the suggestions made are very valid. In reference to the second suggestion, the plan was to use more students

in the workshop, but the recruiting efforts fell short. Part of the problem resulted from the big problem of recruiting the teachers for the workshop as explained in the first part of this report. In reference to the fourth suggestion three one-day follow-up workshops have been planned with release time and substitutes provided for the participants.

Thirty-two participants had comments concerning the overall POINT workshop. In the order of frequency (in parenthesis) the comments were:

1. The workshop was excellent, beneficial, enjoyable, necessary, stimulating, and challenging. (20)

2. The workshop leaders were very good in their instructions, planning, leadership, and respect for participants' opinions and ideas. (5)

3. The workshop is valuable for new teachers, but should be made available to more teachers throughout the D. C. School system. (3)

4. I would like to attend another similar workshop, because this one has really given me a clearer view of teaching techniques. (3)

5. The only reason I didn't rate the workshop excellent was because the first two days were wasted. (1)

CONCLUSIONS

Data collected and analyzed indicated that the POINT workshop was successful in meeting the objectives set forth by the POINT staff. The staff was confronted with many obstacles prior to the beginning of the workshop on August 16, 1971. As of August 10, they had not recruited teachers to participate in the program due to the uncertainties of retaining some 300 temporary teachers and the hiring of new teachers for the 1971-1972 school year. "New" teachers had to be redefined to include probationary standard teachers with the least amount of service in the D. C. school system. Even then the staff was not able to recruit as many teachers as had been originally anticipated. Nevertheless, those who were able to participate indicated that they acquired a wealth of needed skills, methods and techniques even though all of them had previous teaching experience.

Skills acquired or enhanced included:

1. The awareness necessary for dealing effectively with children through human relations enabling one to focus on their own roles and actions and how they effect children and learners.

2. The skill to hear and communicate with other people and to understand interpersonal relationships.

3. The ability to accept and respond to change and to establish trust in the capacity of others.

4. The ability to organize and use the individualized, the language experience, and the linguistic approaches to reading.

5. The skill to use reading and mathematic diagnostic instruments.

6. The skill necessary for the physical arrangement of classrooms and creation of learning centers.

7. The ability to make instructional materials and to use the various resources available to aid in the instructional program.

The participants were exposed to many and varied methods and techniques for improving their classroom instructional program, thus enhancing the pupil's chance to learn. The majority of the participants indicated that they planned to use these methods and techniques to improve their teaching.

Since the probationary standard teachers who participated in this workshop received many needed skills and techniques necessary to function as a successful teacher, it is quite conceivable that new and/or beginning teachers would certainly benefit from a workshop of this kind.

RECOMMENDATIONS

It is recommended that workshops for new teachers be continued for the purpose of giving assistance and in-service training to new elementary teachers in the D. C. public school system.

Based on the comments and suggestions of the participants, it is also recommended that the POINT staff consider:

1. lengthening the time period of the workshop from two to four weeks.

2. providing more opportunity for teachers to work with children to obtain practical experience in the workshop.

3. continuing with a workshop instructional program centered around reading and mathematics, but expanding to include some instruction in the teaching of science and social studies and dealing with discipline problems.

4. including probationary teachers who indicate a desire and need for assistance, as well as new teachers to the D. C. Public school system.

5. providing on-site visitations so that new teachers can make contact with the parents and the community.

APPENDIX A

Pre Evaluation Questionnaire

Departments of Research and Evaluation
Division of Planning, Research and Evaluation

A Program for the Orientation and
Induction of New Teachers
(POINT)

Name_____ Date_____

Model School Division_____ Non-Model School Division_____

The purpose of this survey is to determine the value of the POINT program in light of the participants' needs. All responses will be kept confidential. Please respond as candidly as possible.

I. Professional Experience

1. Total years teaching experience (exclude internship or practice teaching):_____Years
   a. In the Model School Division: _____Years
   b. In D.C. Non-Model School Division: _____Years
   c. Other than D.C.: _____Years

2. a. Grade taught in 1970-71: _____
   b. Grade expected to teach in 1971-72: _____
   c. Will you be teaching in the area of specialty for which you were trained?: Yes_____ No _____

3. Have you had any specialized training in reading or math? Yes___ No___
   If Yes, specify:_____

_____

_____

II. Objectives

Indicate the extent to which you feel you are able to use the following skills and resources in your teaching program by checking the appropriate column.

	Totally	To A Great Extent	To Some Extent	Not At All
1. Human Relations				
a. ability to hear and communicate with other people				
b. ability to understand and comprehend interpersonal relationships				
c. ability to accept and respond to change				
d. ability to establish trust in the capacity of others				
2. Organization for instruction				
a. use of the Individual Reading approach				
b. use of the Language Experience approach				
c. use of the Linguistic approach				
d. organization of the students for individual learning				
e. diagnosis of reading difficulties				
f. use of reading diagnostic instruments				
g. use of math diagnostic instruments				
h. prescription of appropriate instructional materials for meeting individual learning needs				

	Totally	To A Great Extent	To Some Extent	Not At All
i. creation of learning centers or stations				
j. arrangement of classrooms				
k. making of materials				
3. Resources:				
a. workshops				
b. Innovation Team Members, supervisors, specialists and other resource personnel				
c. other teachers				
d. parents and community people				
e. outside consultants				
f. professional materials, e.g., books, articles, etc.				
g. audio visual aids				

III. Teaching Experiences

Check the appropriate column to indicate your response to the following questions about past teaching experiences.

	Very Often	Often	Some-times	Seldom	Never
1. How often did you meet with a reading related problem you were hard pressed to solve?					
2. How often have you felt less than sure of yourself as a reading teacher?					
3. How often have you felt less than sure of yourself teaching math?					
4. How often have you had difficulty in individualizing reading instruction?					
5. How often have you had difficulty in individualizing math instruction?					
6. How often did you receive professional assistance from the Innovation team, supervisors, or specialists and other resource personnel.					
7. How often were you offered professional assistance from the Innovation team, supervisors, or specialists and other resource personnel.					

IV. List three (3) teaching areas in which you want assistance during this workshop. Begin with your most pressing need.

1.
2.
3.

V. List any area(s) in which you feel you can share knowledge and experience with other workshop participants.

APPENDIX B

Post Evaluation Questionnaire

Departments of Research and Evaluation
Division of Planning, Research and Evaluation

POINT
A Program for the Orientation and
Induction of New Teachers
Post Evaluation

Name_____ Date _____

Your School Assignment (1971-72) if known_____

The purpose of this survey is to determine the value of the POINT program in light of the participants' needs. All responses will be kept confidential. Please respond as candidly as possible.

I. Objectives

Indicate the extent to which you feel you are able to use the following skills and resources in your teaching program by checking the appropriate column.

	Totally	To A Great Extent	To Some Extent	Not At All
1. Human Relations				
a. ability to hear and communicate with other people				
b. ability to understand and comprehend interpersonal relationships				
c. ability to accept and respond to change				
d. ability to establish trust in the capacity of others				
2. Organization for instruction				
a. use of the Individual Reading approach				

	Totally	To A Great Extent	To Some Extent	Not At All
b. use of the Language Experience approach				
c. use of the Linguistic approach				
d. organization of the students for individual learning				
e. diagnosis of reading difficulties				
f. use of reading diagnostic instruments				
g. use of math diagnostic instruments				
h. prescription of appropriate instructional materials for meeting individual learning needs				
i. creation of learning centers or stations				
j. arrangement of classrooms				
k. making of materials				
3. Resources:				
a. workshops				
b. Innovation Team Members, supervisors, specialists and other resource personnel				
c. other teachers				
d. parents and community people				
e. outside consultants				
f. professional materials, e.g., books, articles, etc.				
g. audio visual aids				

II. Indicate the extent to which this workshop met your present needs in the areas listed below by checking the appropriate column.

	Totally	To A Great Extent	To Some Extent	Not At All
1. individualizing reading instruction				
2. individualizing mathematics instruction				
3. recognizing specific reading skills to be taught				
4. recognizing specific math skills to be taught				
5. planning activities to enrich reading needs				
6. planning activities to enrich math needs				
7. planning activities in other instructional areas				

III. To what extent were you satisfied with the following aspects of the POINT workshop ? Place an "X" in the appropriate column.

	Very Satisfied	Moderately Satisfied	Not Satisfied
1. Leadership	_____	_____	_____
2. Subject Matter	_____	_____	_____
3. Program Plan	_____	_____	_____
4. Instruction	_____	_____	_____
5. Materials	_____	_____	_____
6. Facilities	_____	_____	_____

V. Workshop Instructional Methods:

Indicate the degree of effectiveness of the following instructional methods used in the workshop by checking the appropriate column.

	Totally	To A Great Extent	To Some Extent	Not At All
1. Demonstrations				
2. Lecture				
3. Laboratory Experiences				
4. Discussion Groups				
5. Readings				
6. Writing				
7. Attitude Statements				
8. Video Tape				
9. Instructional Television Project equipment				
10. Films				
11. On Site Visitation				
12. Consultants				

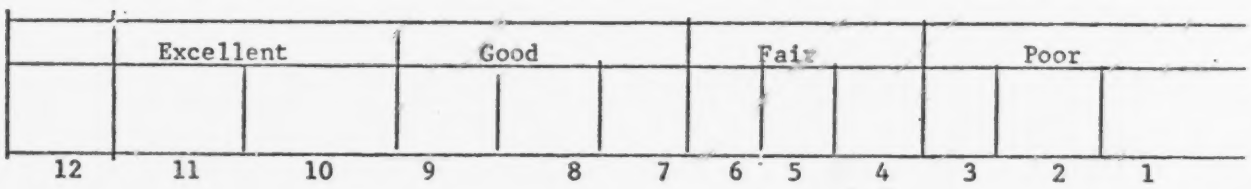
V. 1. As a result of this workshop do you plan to make any change in your teaching methods or techniques? (Circle one) Yes No

2. Why, or why not?

VI. Are there special concerns you had at the beginning of this workshop which were not met? If so, please state them here.

VII. List any suggestions you may have for improving future workshops of this kind.

VIII. Record your overall evaluation of the POINT workshop as a whole by placing an "X" in the appropriate box on the scale.



IX. Comments

APPENDIX C

Feedback Sheet

POINT
SECRET THOUGHTS

1. I feel that last week _____

_____

2. I did not get much out of _____

_____

3. I got a lot out of _____

_____

4. I feel that the workshop leadership _____

_____

5. This week I wish the workshop would provide _____

_____

POINT
SECRET THOUGHTS

1. I feel that last week _____

_____

2. I did not get much out of _____

_____

3. I got a lot out of _____

_____

4. I feel that the workshop leadership _____

_____

5. This week I wish the workshop would provide _____

_____

POINT
SECRET THOUGHTS

1. I feel that last week _____

_____

2. I did not get much out of _____

_____

3. I got a lot out of _____

_____

4. I feel that the workshop leadership _____

_____

5. This week I wish the workshop would provide _____

_____

PART II

Phases II and III of the POINT Program
September thru December, 1971

POINT

POINT (A Program For The Orientation And Induction of New Teachers) was funded under EPDA, Title V, Section B-2. The program was sponsored by the Model School Division.

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Departments of Research and Evaluation
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Evaluation Summary

Title: POINT - Phase II (Continuous Support) and Phase III (Follow-up Workshops)

Location: Individual Schools and Malcolm Scates

Date: September through December, 1971

Target Population: 41 Teachers who attended the POINT workshop (Phase I) August, 1971

Background and Rationale

Phase II of the POINT program was designed to provide continuous support and direct assistance to the POINT participants for the first semester of the school year 1971-72. Phase III of the program was to provide workshops for the participants during the first semester of the school year 1971-72. Together with Phase I, these phases were viewed as three components of a complete program to provide successful teaching experiences for new teachers.

Results and Conclusions

The data reveals that the training given the POINT participants in August aided them in coping with the many problems encountered by teachers in carrying out their daily duties in the classroom. The problems related to reading, mathematics and individualization of instructions, of which the teachers were hard pressed to meet, were less frequent after the POINT workshop (August 1971) than prior to the workshop.

There has been support and direct assistance given to the participants by the POINT staff during the first semester of the school year 1971-72. Although this support was not as intensive as originally planned, it does not detract from the value of the overall POINT program.

A two-day workshop was held for the primary POINT teachers and another two-day workshop was held for the intermediate POINT teachers during the first semester of the 1971-72 school year. The participants who attended these workshops received instructions, ideas and materials relating to their immediate teaching needs and teaching situations.

The comments from the majority of the participants indicate that the overall POINT program was a highly successful and enjoyable program.

Recommendations

1. Request a list of immediate teaching needs and instructional needs from participants at least two weeks prior to the follow-up workshops in order to preplan an extensive workshop that might include more specialists and other resource personnel as deemed necessary.

2. Provide a team of at least two people from the Elementary Department and a team of at least two people from Model School Division to work with the participants in the summer workshop session and to be responsible for continuous support, direct assistance, and supervision for their respective group of participants throughout the program.

INTRODUCTION

The POINT program was designed in three phases. Phase I, a two week workshop held August 16-27, 1971 at Malcolm Scates, was discussed in Part I of this report. Phase II, is a program of "continuous support" involving direct assistance for the first semester of the school year 1971-72. Phase III is a series of workshops held during the first semester of school year 1971-72 with substitutes provided for the POINT participants. Each phase is viewed as one component of a complete program to provide successful teaching experiences for new teachers. Emphasis is placed on teacher needs as revealed in previous surveys and as indicated by the participants in the program.

Background and Rationale

A major area of emphasis within the Model School Division has been the planning and implementation of programs designed to develop and upgrade the professional staff. With existing facilities and personnel, the Model School Division has developed a unique program of in-service training, direct classroom assistance to teachers by teachers (the Model School Division Innovation Team), and collaboration with D.C.T.C. in offering in-service courses for graduate credit to maximize the potential of the key to the learning situation -- the teacher.

In recent years, the focus has been on developing a strategy for preventing "new teacher failures" and increasing the possibilities for success and satisfaction for the new entrants to the teaching profession. This "strategy" requires a carefully planned approach to the induction of new teachers that begins with the first contact, has a high degree of continuity, and becomes a part of the permanent in-service training program. Such a "New Teacher Orientation Program", if successful, could well serve as a model to other schools within the local system and throughout the nation.

The POINT program is one that employs this strategy.

Program Objectives

A. The major goal of the program is to provide the beginning teacher with the support, assistance, and training needed for success during the initial stages of a career in teaching.

B. The specific objectives are:

1. To provide a program of staff support and development that is intensive, continuous, and responsive to the specific, individual needs and concerns of the new teacher.

2. To increase the interpersonal awareness needed for dealing effectively with children and adults in the inner-city school. The aim is to provide teachers with human relations skills which enable them to focus on their own roles and actions, and how they affect children as learners. Specific skills stressed will be:

   a. Skill to hear and communicate with other people

   b. Skill to understand and comprehend interpersonal relationships

   c. Skill in the flexibility and capacity to accept and respond to change

   d. Establishing trust in the capacity of others

3. To develop skill in using varied approaches, materials, and equipment in the teaching of reading skills. The program will acquaint the teachers with three approaches to the teaching of reading and will aim to make distinctions clear between these and the basal reader method with which teachers will develop competencies include:

   a. Individualized Reading - Individualized reading approaches will be employed which emphasize the organization of classrooms and materials for individual pacing, choice, and learning styles.

   b. Language Experience - Language experiences will be provided which relate to the children's oral language and its development as the core for building reading skill. This program emphasizes oral language, writing, the use of materials, activities, and audio-visual equipment to enrich experiences and become the subject for language practice.

   c. Linguistic - Linguistic-basal readers, and the theories of linguistics and dialect which can be applied in wide-ranging, flexible programs in oral and written language will be utilized.

4. To train teachers in organizing students for individual learning. This will be approached through:

a. Instruction in the physical arrangement of classrooms.

b. Instruction in the use of reading laboratories, listening centers, science laboratories, mathematical learning centers in a classroom focused on individual learning.

5. To provide teachers with skills as follows:

   a. Ability to diagnose reading difficulties of pupils, using simple test and diagnoses of errors.

   b. Ability to decide on the basis of this and general observation of children, appropriate methods and growth aims for the individual needs.

6. To assist beginning teachers in developing an effective and productive teaching style.

7. To develop the teacher's competencies in the use of the following resources:

   a. Workshops

   b. Innovation Team Members

   c. Resource people within the system (supervisors, special teachers, etc.)

   d. Other teachers

   e. Parent and community people

   f. Outside consultants

Purpose of Study

This report attempts to assess the extent to which continuous support in the form of direct assistance (Phase II) has been given to the POINT participants to date. It will also describe all workshops (Phase III) that have been held for the participants since September 1971 to the present time.

Delimitations

1. This report (Part II) covers the period from September 1971 thru December 8, 1971

2. This report (Part II) will assess specific objective number 1, with reference made to major goal A as it applies to Phases II and III.

3. The success of the workshops (Phase III) will be based on observations by the evaluation team and on participants' responses.

4. The assessment of the continuous support (Phase II) will be limited to the responses of the thirty-two participants who attended the POINT follow-up in-service workshops in November and December, 1971.

Definitions

POINT - A Program for the Orientation and Induction of New Teachers

MSD - Model School Division

PROCEDURE

Subjects

Phase II, continuous support, and Phase III, in-service workshops, of the POINT program were designed to serve the forty-one teachers who participated in Phase I, a two-week summer POINT workshop held August 16-27, 1971.

Thirty-two teachers attended the two two-day POINT follow-up workshops held during the months of November and December, 1971. These thirty-two teachers and the workshops are the focus of this (Part II) evaluation.

Instruments and Collection of Data

The Departments of Research and Evaluation devised a POINT follow-up questionnaire designed to furnish the following information:

1. The successes or failures of the participant's since the assumption of teaching duties in September, 1971.

2. The amounts and kinds of support that were given the participants since the POINT workshop, held August 16-27, 1971.

3. The present needs of the participants which the POINT program could serve or meet.

4. The additional comments and/or suggestions the participants might care to give.

The evaluation team observed the follow-up workshops in order to assess the program structure, the content of the instructions provided, the receptivity of the participants, indications of the participants' interests and needs, and evidence of needs being met. The follow-up questionnaire was administered at the end of the second day of each two-day follow-up workshop.

Analysis of Data

Mean responses were computed from data collected on the follow-up questionnaire. Where appropriate, means were compared with the mean responses for the same items on the pre questionnaire given during the two-week summer workshop. Data is displayed in tabular and narrative form.

PRESENTATION AND DISCUSSION OF FINDINGS

Background Data on Participants

A two-day follow-up workshop was held November 16-17, 1971 for all of the POINT participants teaching kindergarten through third grade. On December 7-8, 1971 a two-day workshop was held for all POINT participants teaching on the intermediate level.

Eighteen primary teachers attended the November workshop and fourteen intermediate teachers attended the December workshop. This was a total of thirty-two participants of the forty-one POINT teachers who attended the two-week summer session, August 16-27, 1971.

The months of August and September, 1971 were months that saw considerable reassigning of teachers in an effort to comply with a court order to equalize per pupil expenditure in the D. C. public schools. Some of the POINT participants were among those reassigned. The data collected on the follow-up questionnaires from the thirty-two participants revealed that three of the teachers had been transferred from a MSD school to a non-MSD school and eleven participants were teaching on a different grade level than the one taught last school year. Two teachers were changed from primary to intermediate, and two were changed from intermediate to primary. The greatest change in grade level was from third grade to kindergarten for one teacher, and from fourth grade to first grade for another teacher. These changes somewhat negated the specific instructions and materials received in the summer workshop because these teachers concentrated on one grade level in the workshop and are now teaching on another grade level.

The Follow-up Workshops

Notices were sent out to all POINT participants teaching on the primary level to attend the two-day workshop in November and for those teaching on the intermediate level to attend the two-day workshop in December.

Each workshop followed similar schedules and covered similar areas of instructions. On the morning of the first day participants were given the opportunity to share problems encountered during the current school year. Each problem was discussed by the group. Ideas and solutions for solving each problem were given by other participants and by the instructors.

A visiting consultant from the University of Maryland discussed individualizing reading for non-readers. The language experience approach to reading for kindergarten and first grades, second and third grades and for grades fourth thru sixth was discussed. After the discussion the participants were broken into small grade level groups for further discussion, questions and answers.

The afternoon session of the first day focused on mathematics. The mathematics session was designed to help the teachers who felt limited in their ability to present mathematical concepts in such a way as to get them into the thinking processes of children. The instructions were based on the Madison mathematics concept, a supplemental mathematics program designed to motivate children to think, and to become aware of the existence of patterns and relationships using the discovery approach.

At the close of the first day feedback cards were distributed to get an assessment of the day's activities and to find out the participants' immediate needs which could be covered on the second day of the workshop.

The morning of the second day was directed toward meeting the specific needs that the participants indicated on the day before. Areas discussed included social studies (graphs, maps, etc.), art, reading and mathematics games, and science.

On the afternoon of the second day participants made instructional materials. There were numerous examples of instructional materials on display from which participants were able to get ideas for making their own materials.

Except in the case of one participant, who was already on maternity leave, and one physical education teacher, who received release time but for whom no substitute was available, the other thirty participants received release time for the workshops and substitute teachers were provided by the POINT program to cover their classes for two days.

Teaching Experience

On the pre-questionnaire administered in August, the participants responded to the items listed in Table I based on their teaching experiences during the school year 1970-71. On the follow-up questionnaire the teachers responded to the same items on the basis of their teaching experiences since attending the 1971 Summer POINT workshop. It is realized that the period of time covered by each experience was of different duration. On the other hand there were teachers in new schools and with new grade level assignments during the current school year. These are offsetting variables.

Participants rated each item on a scale of never, seldom, sometimes, often, and very often. These ratings were assigned values of 0, 1, 2, 3, and 4, respectively, and mean values were computed. Lower means on the follow-up questionnaire than on the pre questionnaire for items one thru five indicate positive results of the POINT program. Greater means on the follow-up questionnaire than on the pre-questionnaire for items six and seven indicate positive results of the POINT program.

In all cases the means for items one thru five were lower on the follow-up questionnaire. A t test was applied to test the significance of the difference between means. An obtained t of 3.33 is significant at the 5% level of confidence. Discounting the variables mentioned above,

we conclude that the positive results, the fact that the participants are better able to cope with teaching difficulties, shown in the ratings of items one thru five were due to skills acquired in the POINT program.

The means for items six and seven were higher on the follow-up questionnaire than on the pre-questionnaire, however, the difference was not significant. Lack of a greater difference may be due to the fact that support and professional assistance from the POINT staff was limited to requests only.

Table I

A Comparison of Participants' Teaching Experiences For School Year 1970-71 and 1971-72

Items	MEAN N=35 Pre	MEAN N=32 Follow-up	RATING Pre	RATING Follow-up	Difference
1. How often did you meet with a reading related problem you were hard pressed to solve?	2.3	1.9	Sometimes	Sometimes	- .4
2. How often have you felt less than sure of yourself as a reading teacher?	2.0	1.2	Sometimes	Sometimes	- .8
3. How often have you felt less than sure of yourself as a math teacher?	1.7	.9	Sometimes	Seldom	- .8
4. How often have you had difficulty in individualizing reading instruction?	1.9	1.5	Sometimes	Sometimes	- .4
5. How often have you had difficulty in individualizing math instruction?	1.6	1.3	Sometimes	Seldom	- .3
6. How often did you receive professional assistance from the Innovation team, supervisors, or specialists and other resource personnel.	1.5	1.6	Sometimes	Sometimes	+ .1
7. How often were you offered professional assistance from the Innovation team, supervisors, or specialists and other resource personnel.	1.6	2.0	Sometimes	Sometimes	+ .4

Continuous Support

Much of the continuous support for the POINT participants was to be given by members of the MSD Innovation Team. However, the Innovation Team members were reassigned and given other duties for the current school year 1971-72. Also, the POINT Summer Workshop instructor from the Elementary Education Department was assigned to a classroom in September 1971. Therefore support from the POINT staff was limited to special requests for assistance from the participants. This support was given mainly by the POINT program director. Support from principals, regular classroom supervisors, specialists and other resource personnel was also available to the participants at their respective schools.

Tables II and III show the responses of the participants in their reply to the amount of continuous support received since the POINT workshop in August, 1971. The responses do not reflect support given by other than the POINT staff.

One POINT participant, a non-MSD teacher, indicated that she requested assistance in the Tri-wall concept, but the assistance has not been received as of December, 1971 due to illness. The POINT program Director stated that this assistance will be given.

Table II

Continuous Support for POINT Participants In The Model
School Division N = 7

Type of Support	Number of Teachers Responding					
	Received			Not Received		
	A Great Deal	Some	Total	None Requested	Requested	Total
Direct assistance		1	1	6		6
In-service training	4		4	3		3
Close supervision	1	1	2	5		5
Individual conferences		2	2	5		5
Workshops	2	5	7			
Demonstrations	1	5	6	1		1
Acquisition of needed materials	4	2	6	1		1
Other support services	2		2	3		3

Table III

Continuous Support for POINT Participants Not In The Model
School Division N = 25

Type of Support	Number of Teachers Responding					
	Received			Not Received		
	A Great Deal	Some	Total	None Requested	Requested	Total
Direct assistance	4	2	6	18		18
In-service training	8	10	18	7		7
Close supervision	2	2	4	19		19
Individual conferences		4	4	19		19
Workshops	9	16	25		1	1
Demonstrations	10	8	18	7		7
Acquisition of needed materials	11	12	23	2		2
Other support services	1	6	7	11		11

The following are needs that nine participants stated at the end of the follow-up workshops which they felt the POINT program could serve. The number of teachers quoting each need is noted by the number in parenthesis.

1. I would like more help in setting up and using learning centers effectively. (5)

2. I would like more help in mathematics, individualization, and the open classroom concept. (1)

3. I would like to have assistance in individualizing reading for children on the pre-primer level. (1)

4. I would like more on different approaches to enforce sight vocabulary for slow learners. (1)

5. I need help in using the "New Scott-Foresman Series". (1)

These needs are to be supplied in the continuing support phase of the POINT program.

The evaluators gave this information to the POINT staff along with the names of the participants. The Director stated that these needs would be met during the current school semester.

The following comments were given by twenty-one POINT participants at the end of the follow-up workshop. The number in parenthesis indicates the number of participants making the comments. Eleven of the thirty-two participants made no comment.

1. This program has been most helpful in providing teaching skills, materials and ideas. (11)

2. Have more programs and workshops like this one providing the same excellent leadership. (6)

3. Thanks for the opportunity. (1)

4. POINT was very helpful to me, however, I concentrated on the third grade level in the August workshop and was assigned kindergarten in September. (1)

5. Please inform me of similar workshops. (1)

6. I am very sorry to see the sessions end. I hope we can all get together again. (1)

CONCLUSIONS

The data reveals that the training given the POINT participants in August aided them in coping with the many problems encountered by teachers in carrying out their daily duties in the classroom. The problems related to reading, mathematics and individualization of instruction, which gave the teachers some difficulty in solving were less frequent after the summer workshop than prior to the summer workshop.

There has been support and direct assistance given by the POINT staff to the participants during the first semester of the school year 1971-72. Although this support was not as intensive as originally planned, it does not detract from the value of the overall POINT program.

A two-day workshop was held for the primary teachers and a two-day workshop was held for the intermediate teachers during the first semester of the 1971-72 school year. The participants who attended these workshops received solutions, ideas and materials relating to their immediate teaching needs and problems.

The comments from the majority of the participants indicate that the POINT program was a highly successful and enjoyable program.

RECOMMENDATIONS

1. Request a list of immediate teaching needs and instructional needs from participants at least two weeks prior to the follow-up workshops in order to preplan an extensive workshop that might include more specialists and other resource personnel as deemed necessary.

2. Provide a team of at least two people from the Elementary Department and a team of at least two people from Model School Division to work with the participants in the summer workshop and to be responsible for continuous support, direct assistance, and supervision for their respective group of participants throughout the program.

APPENDIX A

Departments of Research and Evaluation
Division of Planning, Research and Evaluation

POINT Follow-Up Questionnaire

Name _____ Date _____

Present School _____ Grade taught _____

The purpose of this survey is to determine the value of the POINT program in light of the participants' needs. All responses will be kept confidential. Please respond as candidly as possible.

I. Teaching Experiences

Check the appropriate column to indicate your response to the following questions about your teaching experiences this school year only.

	Very Often	Often	Some-times	Seldom	Never
1. How often did you meet with a reading related problem you were hard pressed to solve?					
2. How often have you felt less than sure of yourself as a reading teacher?					
3. How often have you felt less than sure of yourself teaching math?					
4. How often have you had difficulty in individualizing reading instruction?					
5. How often have you had difficulty in individualizing math instruction?					
6. How often did you receive professional assistance from the Innovation team, supervisors, or specialists and other resource personnel.					
7. How often were you offered pro-professional assistance from the Innovation team, supervisors, or specialists and other resource personnel.					

II. Continuous Support

As a result of the POINT program to what extent have you received the following since August 27, 1971. Indicate with an "X" in the appropriate column.

	A Great Deal	Some	Not Any	
			None Requested	Requested Not Received
1. Direct assistance	___	___	___	___
2. In-service training	___	___	___	___
3. Close supervision	___	___	___	___
4. Individual Conferences	___	___	___	___
5. Workshops	___	___	___	___
6. Demonstrations	___	___	___	___
7. Acquisition of needed materials	___	___	___	___
8. Other support services	___	___	___	___

Explanation (if needed) _____

_____

_____

III. List any needs you have now, as a teacher, which you think the POINT program could serve or meet.

_____

_____

_____

IV. A. Was release time given to you for this workshop? Yes___ No ___

B. Was a substitute teacher provided? Yes ___ No ___

Comments